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ABSTRACT

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social studies: pockets of poverty. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit and an explanation of how it is incorporated in the K-12 social studies program. The main content is presented in four columns of content, teacher directions, learning activities, and resources. There is a short section of evaluation and a bibliography. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: The overall objectives are listed in the introductory material. Student activities are detailed in the main text. INSTRUCTIONAL MATERIALS: Films and filmstrips are listed in the main text. A bibliography lists books, pamphlets, and general reference materials. STUDENT ASSESSMENT: Criteria are given for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054105

Social Studies Curriculum Development Program

Unit IV

Pockets of Poverty

8th Year

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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SP007277

Social Studies in South Dakota
Grade 8
Unit IV

Overview

Although America is the richest country in the world, approximately one-fifth of its population live in poverty. The prosperity that raised the standard of living for most Americans has not reached the impoverished. This has become a major problem for our society. By studying different pockets of poverty, we hoped to make our students better understand the plight of these people.'

The length of time devoted to this unit varied from two to six weeks depending on whether the teacher stressed the study of poverty on the international, national, or local level. Some teachers emphasized all three levels in their study, while others focused attention on one or two levels. Regardless of the unit's scope study was centered around the following points:

1. Who are the poor?
2. Where are the major pockets of poverty located?
3. Why are people poor in these areas (causes of poverty)?
4. What has been, is being, and can be done to alleviate poverty conditions among the poor?

The unit concluded with a detailed study of poverty among the Indians of South Dakota and Negroes in America; however, this detailed study could be focused on any poverty group depending on the interest of the student.

TO THE TEACHER:

Here is a unit prepared for you by your fellow teachers and tested in classrooms. It is one of several units outlined for each year in the new social studies program adopted by the State Board of Education and the State Department of Public Instruction. Many teachers have accepted and are already using the basic ideas in the Social Studies Guideline, K-12. We hope you find this unit of value as you put it into action with your students. A sample, or model, unit is available at each grade level by making a request to the State Department of Public Instruction.

First, study the Social Studies Guidelines, K-12, for an overview of the new program. Understand the philosophy and purposes. Examine the structure and the meaning of the conceptual framework for perspective. Note the continuity of the 13-year program. Read and think about the year's program that is to involve you.

Specifically, the overall purpose of each unit is the development, or postholing, of two or three of the major concepts taken from one or more of the sciences. Each year the concept will be taught again at a more mature level with deeper understanding with richer and more complex content. (As you help students to grow intellectually, you are performing a professional task. The total planning of a school staff will yield the greatest returns for students.)

In addition to intellectual development, you will see emphasis upon skill development which must be sustained continuously for refinement. Skills must be learned to the point of application upon need. Think about the state of a child's skills when he comes to you. How well does he use and apply what he has learned? What new skills is he ready to learn? For example, can he gather new information efficiently? Can he organize his data? Can he use several kinds of resources? Can he put aside irrelevant data? Consider skills of making inferences, hypothesizing, generalizing. Do we plan to teach the uses of the atlas, the dictionary, the globe, maps, charts, diagrams, and cartoons?

Added to purposes of teaching a unit is the belief that attitudes are taught by planning. Attitudes, less tangible than the other two kinds of learnings, seem to come without direct teaching, but a consciousness that they are being taught is vital to the success of the learning. What attitude will you foster toward democracy, voting, safety, conservation, race, "the government", law, and the hundreds of concepts that make up social studies content?

Second, unify time, content, and teaching procedures to help students gain insight into their own learning. Plan around the objectives you set and the means you select to evaluate the growth of students during the unit.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

In helping ten-year-old children develop their first formal concept of revolution, for example, search for many examples of a sudden, radical change -- in growth of the body, in families, in transportation, in communities, in science. Encourage them to gather information. Organize your strategy for accomplishing your goal of applying the concept to the American Revolution. This is slow moving if contrasted with following the pages of a textbook. But building a conceptual framework is economy in learning. By postholing true understanding the principles learned result in a transfer and applicability to new learning.

Steps of moving from the Social Studies Guideline, K-12, to daily procedures in the classroom

Step I--Select the appropriate concepts from the social sciences

History

1. Change is inevitable. History is a record of struggles between people and groups who favor and those who oppose change. People, institutions, nations and civilizations must remain flexible, adaptable, able to conform to new technology and new pressures for change or they will be brushed aside by the winds of change.

2. Human experience is continuous and interrelated. All men, events, and institutions are the outcome of something that has gone on before. Man is a product of the past and is restricted by it.

3. History is a record of problems that men have met with varying degrees of success. Resolving problems causing change toward a desired goal is progress, but change away from desired goals may occur.

4. Acts and events have consequences (cause and effect). Causes are rarely simple. Consequences may be predictable or unforeseen; some are short-lived while others are long-lasting. A knowledge and understanding of the past is useful in meeting the problems of the present, but history offers no immutable laws or inevitables upon which to base decisions.

5. People tend to judge or interpret the past in light of their own times. Each generation seeks to rediscover and verify the past. The historical record is always influenced by the times and culture of the historian. (Study the nature of evidence.)

6. Each civilization has certain significant values and beliefs that influence its growth and development. Human liberty and justice are two values that are somewhat unique in our historical heritage.

Anthropology

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.

2. Human beings everywhere shape their basic beliefs and behavior in response to the same fundamental human problems and needs.

3. Human beings, living in groups, develop cultures. These include particular patterns of behavior and the resulting material and products.

Sociology

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.

Political Science

1. Society, through political institutions, resolves problems not solved by other institutions.

2. Governments are established by men. In some situations people delegate authority to government; in others, authority is imposed.

3. Political ideals, values, attitudes, and institutions develop and change over a period of time.

Economics

1. All economic systems are confronted by the problems of relative scarcity of unlimited wants and limited resources.

2. Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological specialization are the results of his desire to produce more, better, and faster.

3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

4. Mankind is faced with decisions for production, uses of resources, goods and services, and the distribution of products.

Geography

1. Each individual place or area on earth is related to all other places on earth in terms of size, direction, distance, and time.

Step II Translate the broad concepts into specific ones by using the content

1. In every society there are some members who are unable to care for themselves.

2. Ethnic groups tend toward poverty in our society.

3. Poverty among different cultures changes with learning, occupation, income, and health.

4. Poverty is inevitable according to historical records.

5. Concentrated groups of poverty are called pockets.

6. For many years, in United States relief was a local responsibility.

7. To eliminate poverty, the responsibility must be assumed by all levels of government.
8. Many families have lived in poverty for generations.
9. The poor are individual human beings and their rights and dignity warrant consideration

Step III Channel out of the concepts the general objectives that provide direction for teaching the unit.

1. Attitudes
   a. To attempt to build tolerance toward peoples' conditions.
   b. To accept difference between individuals and between cultures.
   c. To note the wide gap existing between the classes of people. (rich and poor)
   d. To recognize their need for assistance.

2. Knowledge
   To help students gain knowledge by reading, discussing, and writing.
   a. Ways of helping the poor.
   b. The causes of poverty.
   c. How the non-Indian has tried to make the Indian accept his culture.
   d. The economic and sociological conditions of the poor.
   e. Learn ways of overcoming poverty.

3. Skills
   a. To develop better listening, thinking, studying, speaking, and writing abilities.
   b. To apply the techniques of the social scientist in terms of gathering data--poll, survey, participant observer.
   c. To learn to work in groups.
   d. To make comparisons on logical bases.

Step IV Refine general objectives into specific objectives that guide the daily planning

1. Attitudes
   To encourage a feeling of understanding rather than enmity toward the poor, especially ethnic groups. To present the ethics of "I am my brothers's keeper".

2. Knowledge
   To help students to understand:
   a. The true meaning of poverty.
   b. The impact poverty has on our society.
   c. How we can help the poor.
   d. How values in culture affect poverty.
   e. The locations of the pockets of poverty.
   f. Relationship between technological change and geographical location.

3. Skills
   a. To skim and scan to locate information.
   b. To make outlines of main ideas and details.
   c. To learn how to locate specific information (library)
   d. To understand and use words from the unit.
   e. To use the table of contents and the index of reference material in locating information.
   f. To present effective oral presentations.

g. To practice discussion techniques.
h. To listen courteously and attentively in small group discussions.
i. To develop better speaking ability.
j. To summarize a discussion.
k. To separate relevant from irrelevant information.
l. To develop a larger vocabulary.
m. To make comparisons.
n. To learn to work in groups.
o. To learn to work independently.
p. To take notes effectively.

Performance Criteria

Upon completion of the unit, each student can do the following:

1. To be able to list the reasons why we have underprivileged people.
2. To list reasons why some people live at the poverty level.
3. To be able to list the Indian values and compare them with non-Indian values.
4. Know the meaning and be able to use the following vocabulary words in sentences:

poverty	culture	affluent
underprivileged	values	Black power
ghetto	reservation	ethnic
minority	status	malnutrition
discrimination	society	

5. The student is able to list the customs and traditions of a given group of people and explain how these customs and traditions contribute to poverty.
6. The student is able to be a contributing member of a discussion group.
7. The student can write a summary of a group discussion.
8. The student is able to list the agencies that give help to the underprivileged.
9. The student will be able to prepare a bibliography of reference materials correctly.
10. The student can write a questionnaire to be used in conducting a survey.
11. The student is able to state the proper procedures for conducting an interview.
12. The student can plan and develop a bulletin board display showing a collection of newspaper articles about poverty.
13. The student can make a booklet about this unit showing charts and data collected.
14. The student can write for brochures, publications and information to share with the group.
15. The student makes valid generalizations about people studied.
16. The student can tell the difference between primary and secondary sources of data.
17. The student makes specific contributions to both small group and large group activities during the study of the unit.

Suggested Ways to Initiate the Unit

Idea 1. Define poverty. Pupils give definitions. Write a general definition from those given.

Idea 2. Play tape (made by students or teacher) of article from June 11, 1968, issue of Lutheran Standard entitled "You're Asking Me What Poverty is!"

Idea 3. Bulletin board display of pictures relating to poverty groups.

Idea 4. Opaque projector presentation of pictures and newsclippings about poverty.

Idea 5. Book talk--description and overview of books relevant to unit.

Idea 6. Show audio-visual depicting poverty conditions.

I. Introduction

A. Meaning of Poverty

1. Define poverty by means of student responses; formulate general definition.

B. Teacher-pupil planning
   1. Who are the poor?
   2. Where they are?
   3. Causes of poverty?
   4. What has, is, and can be done to help the poor?

2. What shall we study about the pockets of poverty?

C. Suggested ways to study unit
   1. Books
   2. Periodicals
   3. Paper clippings
   4. Find pictures
   5. Interview people
   6. Write to people
   7. Reports

3. How shall we study the pockets of poverty?

D. Suggested projects
   1. Notebooks
   2. Scrapbooks
   3. Panels
   4. Dramatizations

4. What can we do for projects?

II. History of Poverty

A. Biblical

B. Examples from American history
   1. Colonists
   2. Slaves
   3. Depressions

Show film or sound film strip dealing with poverty in past. Follow-up with small group discussion on audiovisual. Questions arising from discussions can be used for further activities, for example, causes of depressions. Ask someone (who can tell about personal experiences) come in and talk about the "Depression".

III. Who are the poor?

1. List on board, by means of student response, different groups of people classified as poor.

2. Play tape (made from recent periodical literature) describing who the poor are. Add to student list.

3. Organize class into groups for further study and research on a particular group. They may choose a special pocket to study:
   a. Watts
   b. Appalachia
   c. Reservations
   d. Migrant workers

1. Use a map to locate the "pockets of poverty" that you have mentioned in your area.
2. Prepare a list of projects that you would like to work on to learn more poverty.
3. Make a collection of pictures from magazines and newspapers showing Children of Poverty for a bulletin board display.

(See attached bibliography)

II. Observe film or filmstrip presentation.

Participate in discussion.

1. Listen to tape recorder of interviews with resource people who have worked with the underprivileged.
2. Students work in small groups doing reading and research on selected topic.
3. Students share information in larger group sessions after individual research.

FILMS

The Hard Way
16mm/60 min., b/w rental $9.15
Net Film Service
Indiana University
Bloomington, Indiana, 474001

"The problem of poverty in America, the richest country in the world, is discussed emphasizing the ways in which the poor of today are different from those of past generations".

Marked for Failure
"This film report focuses on the problems facing both educators and children in America's slum schools and illuminates the reasons why these children, mostly Negro, are kept out of the cultural and, ultimately, the economic mainstream of society." (Same source as above.)

IV. Where are the pockets of poverty? (world, national and local)	Assign special reports showing location of pockets of poverty. Discussion as to why certain areas are poverty areas.
V. What are the causes of poverty?	Small group work to answer questions that have been raised pertaining to causes of poverty.

VI. Possible solutions to poverty problem
- A. War on poverty
  - 1. Job Corps
  - 2. Vista
  - 3. Community Action Programs
  - 4. Head Start
- B. Negative income tax
- C. Guaranteed income
- D. Political candidates views

The Cities and The Poor
Parts I and II, Rental $9.15 for each Part. 16mm/60 minutes each.

Part I
"In this study of the frustrations, aspirations and fears of America's poor, sections of Chicago and Los Angeles are examined in an attempt to understand the nature of social welfare work, the lack of motivation among the poor, and the growing impatience prevalent in some poverty-stricken areas."

Part II
"In this film on poverty in urban areas, emphasis is centered on examing the continuing unrest in the nation's slums and the efforts of this discontent on poverty programs now in existence." (Same source as previous page)

FILMSTRIPS

The History of The American Negro
8 strips, $8.50 each; $60, set, #405360
McGraw-Hill

1. Give special reports on location of pockets of poverty.
2. Students draw a map on paper, make an overhead transparency, or use a map from a book with an opaque projector and locate the areas that are pockets of poverty.

The World of Economics Series
1 strip--"The Distribution of Income"
$8.50, McGraw-Hill

1. Compile a general listing as a result of groups' reports.
2. Have a panel, interview teams, or role playing situations to show the causes of poverty.

1. Students will ask questions, take notes and write summary paragraphs about talks given by guest speakers on the War on Poverty.
2. Student debate:
   Pros and cons of negative income tax and guaranteed income.
3. Panel to present views of political candidates concerning their views on poverty.

VII. Negro Poverty

A. Introduction

B. Research on problems of Black Americans

C. Related activities

1. Guest speaker (preferable a Negro) to motivate interest and explain Negro viewpoint.
2. Show pictures of Negroes. As follow-up discuss following questions:
   a. What emotions are most common in pictures of Negroes?
   b. Why is despair so often seen in pictures of Negroes?
   c. What can be done to change the picture of the Negro?

VIII. Indian Poverty

A. Vestiges from Indian Culture

1. Through discussion bring out these beliefs from Indian culture.
   a. The Indian is orientated to the present.
   b. Indians believe in day to day living.
   c. They believe in sharing.
   d. They seek to live in harmony with nature.
   e. Wasting or saving time means nothing to an Indian.

B. Reservations in South Dakota

1. Advantages of reservation life.
2. Disadvantages of reservation life.

2. Find or name the seven reservations in South Dakota

3. Help students arrive at these conclusions through research.
   a. Land is tax free
   b. Services and supplies are furnished by the government
   c. Poor living conditions
   d. Little opportunity for work

C. Indian problems
   1. Housing
   2. Health
   3. Education

4. Discuss housing, education, and health conditions of the Indian people.

D. Combating Indian poverty

5. Decide on ways to help the Indian.

1. Students present research projects on Negro poverty by means of:
   a. Role playing skits to dramatize problems of Black Americans.
   b. Interview situations.
   c. Panels presenting views of Negroes--militant extremists and moderates
   d. Write or present orally biographical sketches of famous Negroes.
2. After viewing pictures of Negroes, write down the emotions that each picture portrays. Ex.: hate, fear, despair and give reasons for the feelings.

1. Students find stories about Indian culture. Write short stories to illustrate some of the cultural aspects that make it difficult for the Indian to adjust to white society.
2. Locate and label on a map of South Dakota the Indian reservations.
3. Imagine you are an Indian boy or girl and tell about your life on the reservation.
4. Students participate in a panel discussion or prepare a comparative chart to point out the advantages and disadvantages of reservation life.
5. Students prepare a report on either housing, health or education of the Indian in South Dakota.
6. Write a paragraph telling how you can help the Indian.

EVALUATION

I. Student evaluation
   A. Am I more considerate of ethnic groups? In what small ways?
   B. How do I analyze the cause of poverty? Do I see any solutions?
   C. Am I able to summarize material I hear or read?
   D. Do I work well with others in researching and reporting material?
   E. Can I express objectively pro and con arguments relating to solutions for the poor?
   F. Am I willing to help the poor? In what intelligent ways?

II. Teacher evaluation of students
   A. In what ways have students grown more sensitive to each other in working together in arriving at common judgments, in planning, in meeting controversy?
   B. Give fact tests to help clinch data to be recalled.
   C. Ask for essay-type responses to test for application of principles involved and to describe relationships (cause-effect).
   D. Did students enlarge their vocabularies? With what specific words?
   E. Did students show an interest in the unit? What evidence did they provide?
   F. Did they change their attitude toward poverty? How? What is my evidence?
   G. What is the quality of written summaries students prepare? Are these written products commensurate with abilities?

III. Teacher self-evaluation
   A. Did I show an interest in the unit? How did I do this for the students to recognize?
   B. Did I plan carefully? What evidence could I illustrate to my co-workers?
   C. Did I develop critical thinking on the part of the students? Define the evidence.
   D. Did I provide adequately for individual differences? Specifically, what did I provide for Rob, Susanne, and Clark?
   E. What is my direction for the next learnings for each students?

Anderson, Margaret. The Children of the South.
New York: Dell, 1966

The personal experience of a very alert and perceptive teacher in the Clinton, Tennessee, High School as she learned of the traumatic impact of segregation on both white and Negro children and their parents.

Baldwin, James. The Fire Next Time.
New York: Dial, 1963

Written in the form of a letter to a nephew, the book is partly autobigraphical with a section on the Black Muslim movement with its leader Elijah Mohammed. Desperate positions of the Negro citizens are discussed and also the possibility of a civil racial war.

Bodsworth, Fred. The Sparrow's Fall.
Garden City, N.Y.: Doubleday, 1967

The setting is in Canada's forest tundra near Hudson Bay. Jack Atook and his bride Neska, primitive Atihk-Anishimi Indians, live here. When subzero cold and snow force caribou to migrate for food, Jacob sets out in grim pursuit of food to keep his wife from starvation. Toka Chuchoo follows to kill him. Crude superstitions of Indians are revealed.

Bolton, Sarah K. Lives of Poor Boys Who Became Famous.
New York: Crowell, 1962

Presents lives of twenty-three men, born into homes where there was little money, who became leaders in their chosen work.

Burnett, Constance Buel. Happily Ever After.
New York: Vanguard, 1965

Life story of Frances Hodgson Burnett starting with her impoverished girlhood to her tremendous success as a novelist. She began writing in her teens and continued to write throughout her lifetime.

Commager, Henry Steele. Crusaders for Freedom.
Garden City, New York: Doubleday, 1962

Commager has ideals that are high and encourages young people to guard the hard-won rights that so many early people fought for.

Cormier, Robert. Take Me Where the Good Times Are.
New York: Macmillan, 1965

Old Tommy Barton has a furlough from the Monument City Infirmary, so called because no one is supposed to say "poorhouse" anymore. With sixty-three dollars and two suits of clothes, worn one on top of the other, Tommy goes down town to start life anew. This book shows loneliness and helplessness of old age. Book of kindly humor on a matter of concern.'

De Angeli, Marguarite (Lefft). Bright April.
Garden City N.Y.: Doubleday, 1946

A little Negro girl from a happy home enjoys Brownie Scouts and school where there is a fine spirit of understanding, cooperation, and kindliness. She finds out that she will not always be treated so kindly when a thoughtless little white girl makes remarks.

Golden, Harry Lewis. Mr. Kennedy and the Negroes.
Cleveland, Ohio: World Pub. Co., 1965

Story of the Negro's struggles for equal rights. The author thinks Mr. Kennedy was the first president since Lincoln to declare publicly that racial segregation and discrimination are wrong. Mr. Kennedy is called the Emancipation President by Golden.

Hinton, S.E. The Outsiders.
New York: Viking, 1967

Teenage novel that tells of conflict between two gangs, one called "greasers" and the other made up of wealthy upper-class boys.

Hudson, Lois Phillips. Reapers of the Dust.
Boston, Mass.: Little, 1965

Collection of short stories that the author tells of her childhood in the Dust Bowl years of the 1930's in North Dakota.

Humphrey, Horatio Hubert. War on Poverty.
New York: McGraw, 1964

A long-term plan including urban renewal and prevention of school dropouts is recommended as a remedy for widespread poverty. One out of five Americans live in poverty, shame, misery, and degradation.

Keith, Agnes Newton. Children of Allah.
Boston, Mass.: Little, 1966

An account of life in Lybia that teaches much about Mohammedan culture and their home life. Poverty, prosperity, riots, holidays, weddings, social, and personal problems are all brought out and discussed.

King, Martin Luther. Why We Can't Wait.
New York: Harper, 1964

Background of 1963 Civil Rights demands are reviewed. Strategy of Birmingham campaign is described and future action is outlined. King tells exactly why the Negro demands his rights now and why he himself urges a war on poverty and ignorance using non-violence tactics. Classic account of a vital year in history of Negro rights.

Lenski, Lois. Cotton in My Sack.
Philadelphia, Pa.: Lippincott, 1949

Joanda's family are sharecroppers in Arkansas. She and her dog Trouble help pick cotton and work to fill the long cotton sack to earn money not only for groceries but also for "play-purties."

Lord, Walter. The Past That Would Not Die.
New York: Harper, 1965

Story of Civil Rights riot caused by a Negro enrolling in the University of Mississippi. Past is studied to see how the situation developed and note is taken of federal action in the crisis.

Luthuli, Albert John. Let My People Go.
New York: McGraw, 1962

A former Zulu chief tells of his education in an American missionary college, of his becoming a chief of his people, and of his long battle against racial di crimination for which he received the Nobel Peace Prize in 1961. Record of what the South African government has done to deny political and economic rights to its inhabitants other than white Europeans.

Meltzer, Milton. In Their Own Words; A History of the American Negro
New York: Crowell, 1964

History of the Negro in the U.S. told through letters, diaries, journals, antobiographies, speeches, newspapers, and pamphlets. There is no bitterness, only sadness shown.

Meltzer, Milton. Time of Trial, Time of Hope.
Garden City, N.Y.: Doubleday, 1966

Negro struggles to overcome discrimination in industry and housing in northern cities. The great depression and its effects on Negroes is discussed. Contributions of the Negroes to cultural life are recognized.

Mitchell, Emerson Blackhorne. Miracle Hill: The Story of a Navajo Boy.
Norman, Oklahoma: University of Oklahoma Press, 1967

Autobiography of an Indian boy's experiences, emotions, attitudes, and aspirations. Tells of his early life from his birth in a hogan until he becomes of age and tries to enter the white man's world.

Parks, Gordon. A Choice of Weapons.
New York: Harper, 1966

An autobiography of a destitute Negro who came to realize that poverty and bigotry can be fought on even terms. His mother taught him to fight these with love, dignity, and work. His early years were spent in Kansas and Minnesota. He became a photographer-journalist for Life magazine.

Rosskam, Edwin. The Alien.
New York: Grossman, 1965

Emil Bluemelien operates an unsuccessful junkyard on the outskirts of San Juan, Puerto Rico. He left a government job to find real meaning of human existence. Misfortune and scattered sense of direction have left him destitute. A return visit to Montana convinces him that all links with his family and homeland are dead or never existed at all. His political opinions made him suspect by the U.S. Government and he has never been accepted completely by Puerto Ricans either.

Stiles, Martha Bennett. Darkness over the Land.
New York: Dial, 1966

Horror of life in Nazi Germany during World War II is told through the eyes of a boy, Mark Klen, of Munich. Mark is nearly nine when World War II begins. His teacher praises Hitler and denounces Slavs, Jews, and faithful Catholics. Presents a picture of chaos and misery.

Yates, Elizabeth. Amos Fortune.
New York: Dutton, 1950

Born free in Africa, Amos Fortune was sold into slavery in America in 1725. He purchased his freedom after forty years of slavery and became a landowner and tanner. Story is based on fact.

PAMPHLETS

Editorial Research Reports
1735 K Street NW
Washington D.C. 20006

Persistence of Poverty-Helen B. Shaffer

American Indians-Neglected Minority

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016

Poverty in the U.S.A.

New Opportunities for Depressed Areas-John D. Pomfret

Supt. of Documents
U.S. Government Printing Office
Washington, D.C. 20402

The Indian Health Program from 1955-1967 15¢

U.S. Department of Agriculture
Economic Research Service
Washington, D.C.

Poverty in Rural Areas of the U.S.

U.S. Department of the Interior
Bureau of Indian Affairs
Washington, D.C. 20402

American Indian Industrial Development

U.S. Office of Education and Office of Economic Opportunity
U.S. Government Printing Office
Washington, D.C. 20402

Education: An Answer to Poverty

Indians of the Dakotas 15¢

The Watershed-A New Look at the War on Poverty

The Quiet Revolution

The Mexican American

Job Corps, Vista, and other War on Poverty agencies

GENERAL REFERENCES

1. Paperbound Books in Print published by R.R. Bowker Co., 1180 Avenue of the Americas, New York, New York, 10036, LT 1-8800

2. Readers Guide to Periodical Literature for recent articles on poverty

3. Life Magazine, Nov. 22, 1968, plus next 3 issues tells about the Negro in America from slavery to present time.